DOCUMENT RESUME

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ABSTRACT

GRADES OR AGES: Grade six. SUBJECT MATTER: Health education. ORGANIZATION AND PHYSICAL APPEARANCE: This guide is bound in a spiral binder and illustrated with drawings. It is divided into five "strands" or topics: Physical Health; Sociological Health Problems; Mental Health; Environmental and Community Health; and Education for Survival. There is also a bibliography. Each strand contains a listing of important concepts and suggested discussion highlights, activities, and resources. OBJECTIVES AND ACTIVITIES: Activities are listed for each strand. Topics that are highlighted in this last guide in the series are as follows: nutrition, hearing and vision testing, the history of man's effort to combat disease, noise and air pollution, and ways in which society protects the consumer. INSTRUCTIONAL MATERIALS: Materials are listed in each strand and in the bibliography under the heading "Resources." STUDENT ASSESSMENT: No provision made. OPTIONS: None given. (JA)

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HEALTH CURRICULUM GUIDE

SYOSSET
PUBLIC
SCHOOLS

SIXTH GRADE

FILMED FROM BEST AVAILABLE COPY

OPTIMAL HEALTH THROUGH LEARNING

Strand I	Strand II	Strand III	Strand IV	Strand V
PHYSICAL HEALTH	SOCIOLOGICAL HEALTH PROBLEMS	MENTAL HEALTH	ENVIRONMENTAL AND COMMUNITY HEALTH	EDUCATION FOR SURVIVAL
Health Status Nutrition Sensory Perception Dental Health Disease Prevention and Control	Smoking Drugs and Alcohol	Personality Development Sexuality Family Life Education	Environmental and Public Health World Health Consumer Health	Safety First-Aid and Survival Education

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PHILOSOPHY

Health is not merely the absence of disease but a state of physical, social and emotional well-being. Our goal is to guide the student toward achievement of optimum health by developing positive feelings about himself and others and to enhance his ability to cope with life situations.

METS

HEALTH STATUS

CONCEPT: TO UNDERSTAND THAT HEALTH INVOLVES A STATE OF PHYSICAL, SOCIAL AND EMOTIONAL WELL-BEING.

Discussion Highlights	Activities	Resources
How do nutrition, rest and d recreation enhance our physical and mental well-being? What is the relationship between grooming and the way an individual looks, feels and acts? What is the effect of stress on our physical well-being?	Have the students make a list of five things that might: affect their appetite interfere with getting to sleep at night prevent them from enjoying their leisure time influence good grooming	Filmstrips FS 409 Take care of your health. FS 991 The skin, the hair, and nails. FS-1373 Everybody's skin makes everybody kin, Part 2 - Sensation and feeling. With cassette. Pictures P 219 Nail care. P 221 Right clothes.
How does our emotional state effect our actions in academic performance, competitive sports or social situations?	Invite the school psychologist to class to discuss the relationship between physical and emotional health.	
How is it possible to overcome physical handicaps? Include: the ability of the person to compensate	Do a research or literature unit on people who have overcome handicaps and have contributed to society, i.e., Helen Keller, Franklin Roosevelt.	Brown, Marion A. The silent storm. Cook, Fred J. Franklin D. Roosevelt: valiant leader.

the help and understanding of the society in which he lives

the facilities avaflable to deal with the specific problem.

Plan a field trip to The Burwood School for the Blind or the Mill Neck School for the Deaf.

Using a tape recorder, interview people who work with the handicapped. Explore the problems, feelings, etc. of the handicapped and the facilities available to them.

Have a class project such as making stuffed animals or a used book sale. Plan how the items or money could be used, i.e., for the retarded, home for the aged, or hospitals.

Plan to have "The Seeing Eye Program" in your school.
(film, speaker and demonstration with seeing eye dog)

Degering, Etta
Seeing fingers: the story of Louis Braille.

Hunter, Edith F.
Child of the silent night.

Peare, Catherine O.
The Helen Keller story.

Johnson, Gerald
Franklin D. Roosevelt: portrait of a great man.

Lyttle, Richard B.
Challanged by handicap: adventure in courage.

Filmstrip
FS 1331 Sickel Cell: an inherited disease. With record/ cassette.

Guide Dog Foundation for the Blind
Seeing Eye Program

NUTRITION

CONCEPT: TO UNDERSTAND THAT SOCIAL, ECONOMIC AND CULTURAL FACTORS INFLUENCE OUR EATING HABITS.

Discussion Highlights	Activities	Resources
What are the factors that influence the kinds of foods eaten in a particular region? Include: geographic location climate natural resources cultural habits income level availability customs and beliefs about food	Have the students plan a research project on the food habits of several countries in different locations. Have the students prepare a day's menu for a family of four which includes all the necessary daily requirements and the cost of which is within the recommended budgetary allowance for a middle class family of four. This monetary figure can be obtained from the U.S. Department of Agriculture, Hicksville Office. Telephone 822-6244.	Johnson, Lois What we eat: the origin and travels of foods round the world. Helfman, Elizabeth This hungry world.
Although food patterns may differ in various areas throughout the world, the foods eaten contain similar nutrients. What are some of the foods not commonly seen in our area?	Study food dishes from other lands and plan a breakfast or luncheon with representative dishes. Consider the nationalities represented by the students. Analyze the menus and see if they fit into the basic food groups.	Knopf, Mildred O. Mildred O. Knopf's around the world cookbook for young people. Shapiro, Rebecca A whole world of cooking.

... do these foods fit into the basic four groups?		Berry, Erick Eating and cooking around the world.	10 N U T R I T I O N
What are some of the current food fads and quackeries? Include: crash diets substitution of vitamins or so-called health foods for the recommended daily requirements the eating a particular food to cure a specific disease	Collect and analyze newspaper and magazine advertisements and articles for reducing pills and diets. List some of the dangers of fad diets.	Transparency TR 140 Calories	
What do we mean by food superstitions?	Have the students collect food superstitions and discuss them in terms of scientific knowledge, i.e., fish is brain food, milk and fruit should never be taken together. Make a "fact or fiction" box. Include statements regarding fads, quackeries and superstitions along with true statements. Have the student pick a card from the box, identify the statement as fact or fiction and substantiate his answer.	Filmstrip FS 1344 Nutrition for you, Part II, You are what you eat. With record/ cassette.	

CORRELATE WITH SOCIAL STUDIES AND UNIT ON CONSUMER HEALTH.

SENSORY PERCEPTION

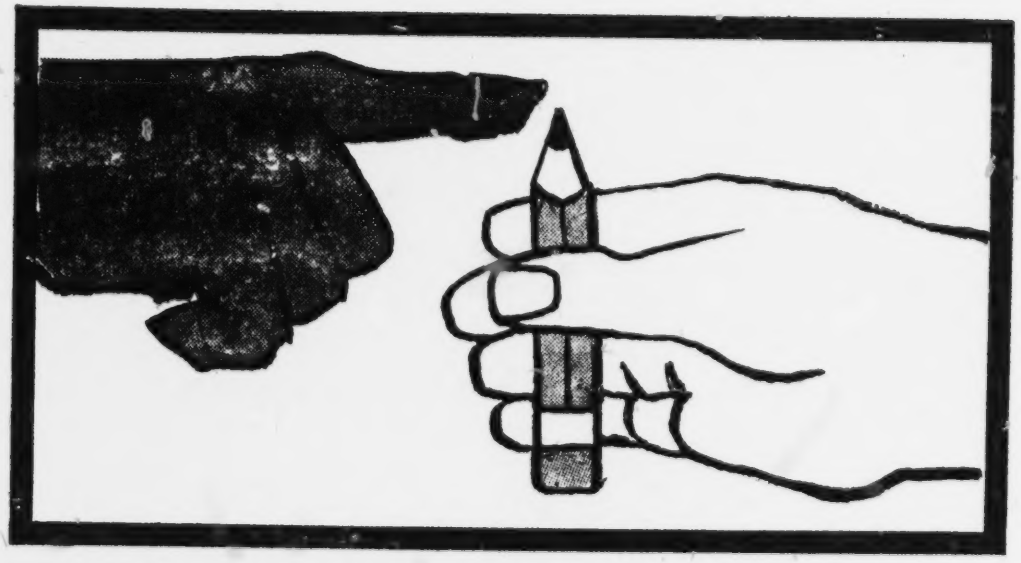
CONCEPT: TO UNDERSTAND THE PRINCIPLES OF HEARING AND VISION TESTING.

Discussion Highlights	Activities	Resources
Why is it necessary to have periodic eye examinations?	Invite a doctor to discuss eye and hearing defects which interfere with normal hearing and vision. Also discuss how these defects can be corrected.	Adler, Irving. Your eyes. Filmstrips FS 495 Your eyes. FS 988 The eyes.
What are some of the symptoms that indicate vision difficulties which should be reported to our parents or teacher? Include: inability to see the blackboard words look fuzzy blurred vision	Have a free flow of ideas concerning eye difficulties and how they were corrected. Have the children describe the care taken in the examination and fitting of glasses.	Sands, John. Why glasses?
Why do you think it is important to have your hearing and vision tested at school?	Obtain an Optical Kit from the nurse-teacher. This kit contains many activities which help the child learn about light and vision and eye care.	Optical Kit Seeing is believing.

What are the instruments used in the school to test hearing?
Include:
- Audiometer
- Tuning fork

What are the instruments used in school to test vision?
Include:
- Snellen Chart
- Color Perception Plates
- Vision Tester

Ask the nurse-teacher to visit the class to demonstrate and explain the instruments.



SEEING WITH ONE EYE IS DIFFICULT

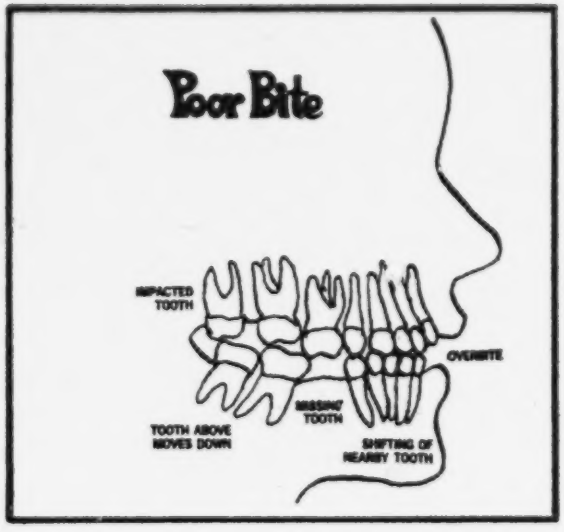
DENTAL HEALTH

CONCEPT: TO UNDERSTAND THE RELATIONSHIP BETWEEN DENTAL HEALTH AND OUR TOTAL WELL-BEING.

Discussion Highlights	Activities	Resources
How do good dental health practices enhance our physical, social and emotional well-being? Include: attractive appearance correct speech avoidance of cavities	Obtain X-rays from the dentist to study tooth structure, decay and malocclusion.	Hammond, Winifred The riddle of teeth.
Many children today wear braces. What are some of the reasons for this phenomena? Include: improved dental health increased knowledge affluence	Have the students make wax impressions of their teeth using paraffin and heavy aluminum foil. These can be cast using plaster of Paris. Analyze the results. Arrange for a dentist to visit the classroom, bringing some of his instruments with him. Have him explain the use of braces and the benefits of good dental care.	Barr, George Young scientist and the dentist.

What may result when a permanent tooth is lost and not replaced?
Include:
- appearance
- poor bite
- speech defects
- gum disease

Show and discuss pictures of people smiling. Illustrate how some of these people would look with missing teeth by blackening a few of the teeth.



Malocclusion affects about 30 per cent of all school children. The percentage is even higher in some sections of the country. If not corrected, poor bite may interfere with proper chewing, contribute to speech defects, cause periodontal (gum) disease in later life, cause facial deformities, and lead to social and emotional disturbances.

DISEASE PREVENTION AND CONTROL

CONCEPT: TO UNDERSTAND AND TO INVESTIGATE THE HISTORY OF MAN'S EFFORT TO COMBAT DISEASE.

Discussion Highlights	Activities	Resources
What are the many ways man has attempted to explain and solve the mystery of diseases? Include: evil spirits superstitions religious connotation germ theory	Have the children draw a time line illustrating the advance of science in combating disease.	Rosenberg, Laurence The story of modern medicine. Asimov, Isaac Breakthroughs in science. Calder, Ritchie The wonderful world of medicine.
What are some of the differences in the control and prevention of diseases today as compared to the past? Include: immunizations sanitary codes research technological advances	Make a comparison chart of the leading causes of death in 1900 as compared to 1970. Invite a speaker from The March of Dimes to discuss the changing role of that organization since the Sabin and Salk vaccines have virtually eliminated polio.	Eberle, Irmengarde Modern medical discoveries. Fisher, Leonard E. The doctors. Martin, Lealon E. Conquest of disease: the challenge of your life.
How has the space program been influenced by man's concern with disease prevention and control? Include: effect of weightlessness disposal of waste protective environment for the astronauts (oxygen, quarantine trailer)	Collect newspaper or magazine articles which deal with the health factor of the astronauts in space. Analyze the content and note the care that must be taken in the preparation of food, the methods of preventing possible transmission of disease from space to earth, etc.	Rosenberg, Nancy and Cooper, Louis. Vaccines and viruses.

Beginning Civilization

Stone Age to about 4000 B.C. — Believed diseases were caused by evil spirits

Hebrews 1500 B.C. to 500 B.C. — Sanitary Health Code

Egyptian Period 400 B.C. to 300 B.C. — First Pharmacopeia

Greece 1000 B.C. to 200 B.C. — Scientific Procedure

Roman Empire 200 B.C. to 500 A.D. — Sanitary Engineering

Birth of Christ

Middle Ages 400 to 1500 — Began to seek answers to the spread of disease

Renaissance 1400 to 1700 — Public Health Movement

Premodern and modern 1700 to present

Time line to chart the key advances in man's understanding of disease and its control.
Directions: Write in the key events that occurred during these periods.

Shippen, Katherine
Men of medicine.

Branley, Franklyn M.
Man in space to the moon.

Colby, C. B.
Astronauts in training.

CORRELATE WITH UNIT IN SOCIAL STUDIES

DRUG EDUCATION

CONCEPT: TO CONSIDER THE MANY ALTERNATIVE WAYS TO DEAL WITH LIFE SITUATIONS.

Discussion Highlights	Activities	Resources
How has man used drugs (include alcohol and tobacco) through the ages? Include: medicinal purposes social occasions religious ceremonies economic gain political conquest psychological effects	Have the children make a mural depicting man's use of drugs, alcohol and tobacco throughout the ages. Using a time line (as suggested in unit on Disease Prevention and Control) ascertain the relationship indicated by the increases in the number of deaths from heart disease and lung cancer and the use of tobacco. Investigate the legalities involved in the use or sale of tobacco, drugs and alcohol. Explore: age restrictions where products can be legally sold prescription drugs what constitutes illegal possession of drugs	Houser, Norman Drugs: facts on their use and abuse. Films F 451 To your health. F 243 Your amazing mind. Filmstrips FS 1132 Alcohol: decisions about drinking. With record/cassette. FS 1133 Marijuana: a foolish fad. With record/cassette. FS 1134 LSD: worth the risk? With record/cassette. FS 1187 Let's talk about drugs. With record/cassette.
What are some of the things we may do when we are faced with unpleasant life situations?	Have the children make tapes of open ended real life situations. Then have the children try to solve the problems.	

Include:
- boredom
- disappointment
- anger
- jealousy
- rejection

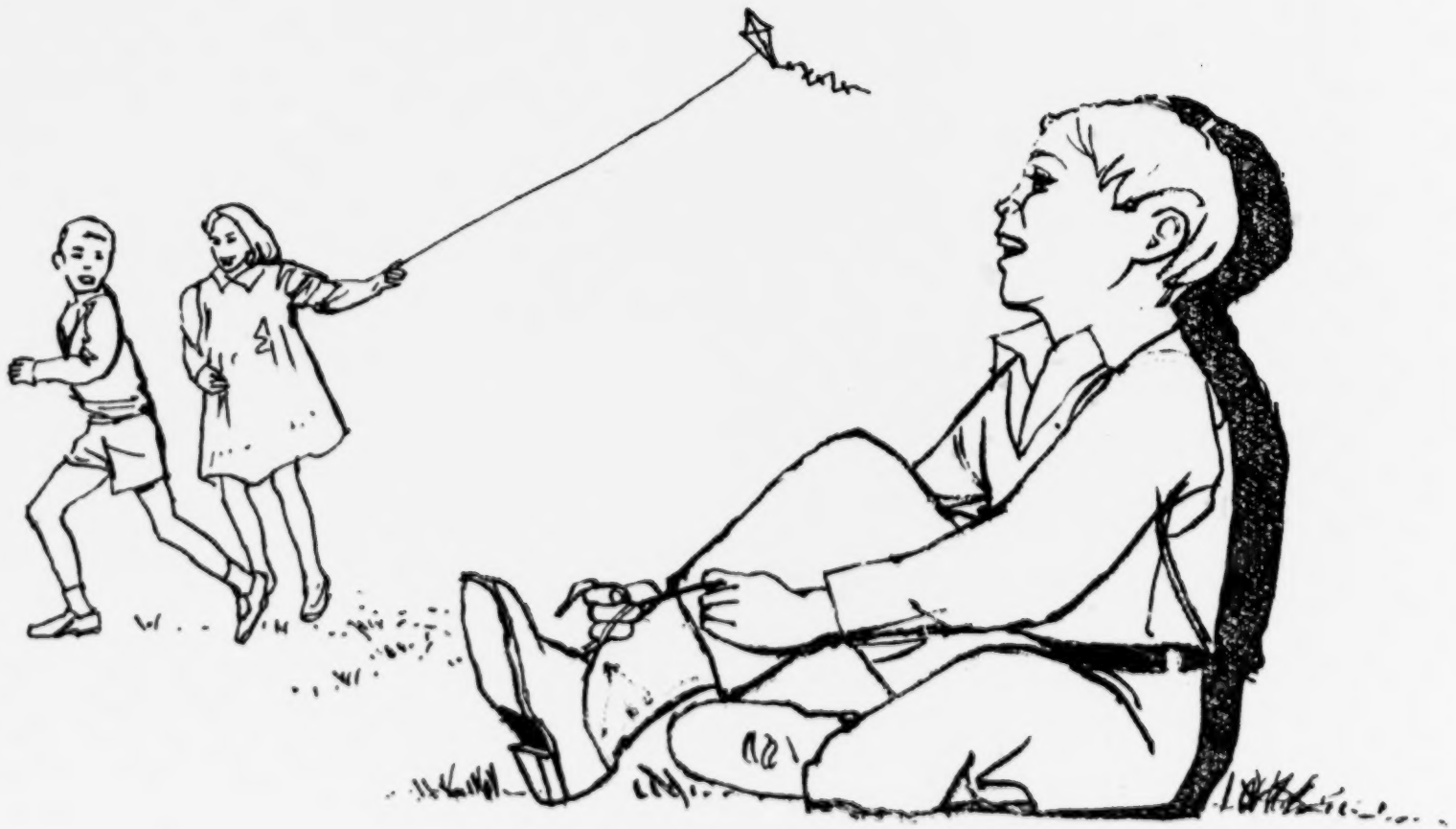
What are some of the things an individual can do when he can not solve a problem by himself?
Include:
- talk the problem over with a friend
- seek professional advice

Make a list of persons and/or places where one can get help in solving problems.
(parents, teachers, school nurse-teachers, social workers, older brothers or sisters, clergymen, etc.)

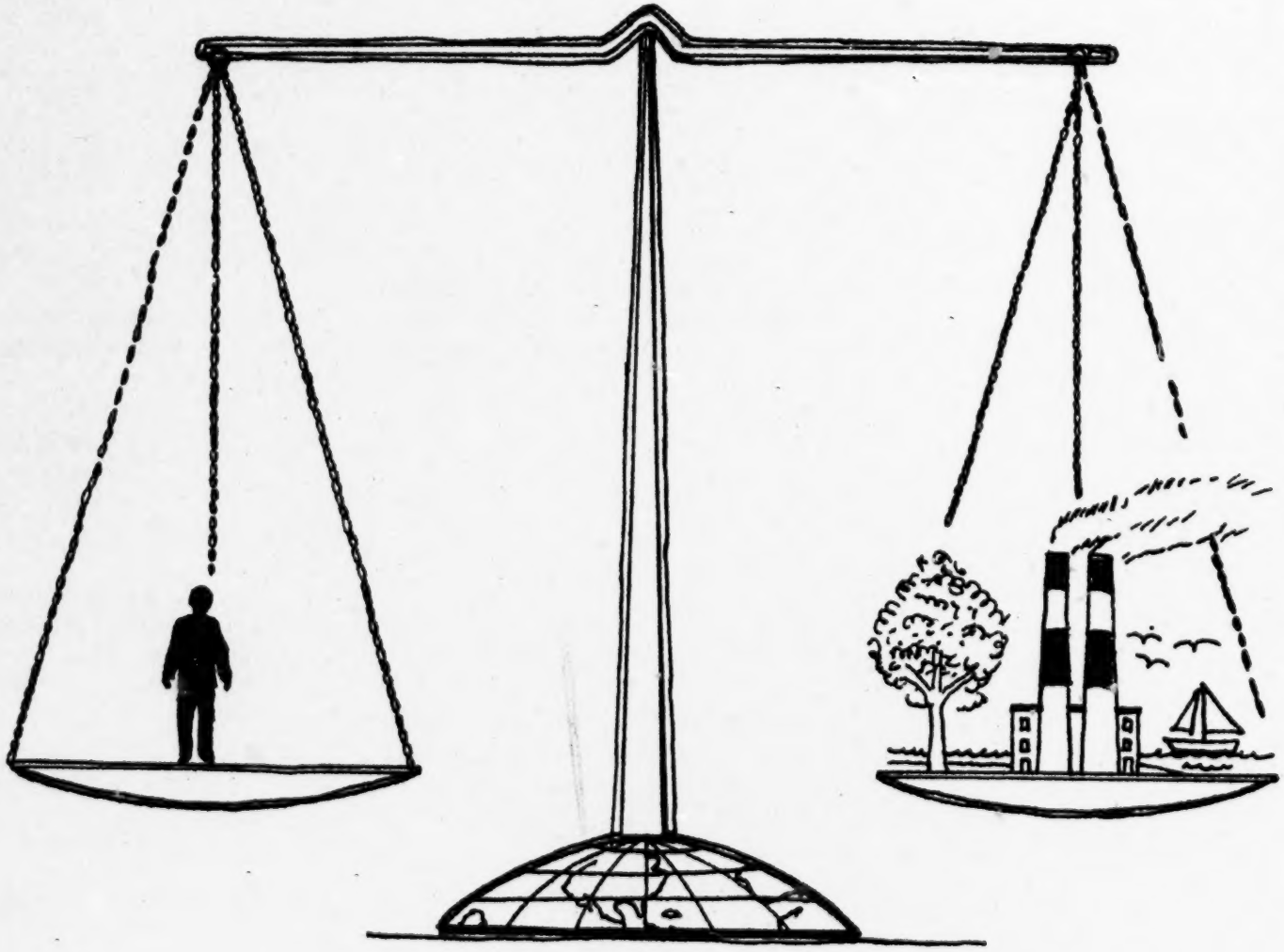
Arrange for a rap session between the sixth grade students and the high school students. Contact secondary school Health and Drug coordinator for arrangements.

Cassette
C 133 Billy's dilemma.

Gorodetsky, Charles.
What you should know about drugs.



SEE FAMILY LIFE CURRICULUM GUIDE



ENVIRONMENTAL AND PUBLIC HEALTH

CONCEPT: TO UNDERSTAND THE MANY FACTORS INVOLVED IN AIR AND NOISE POLLUTION CONTROL.

Discussion Highlights	Activities	Resources
Why is air necessary?	Obtain two plants. Place one in a sealed container and leave the other exposed to the air. Observe and record results.	Filmstrip FS 1368 Air. With record/ cassette.
What are some of the substances that might pollute the air? (natural and man made) Include: soot dust sulphur dioxide carbon dioxide carbon monoxide	Use Ringelmann Chart for measurement of air pollution.	U. S. Bureau of Mines Ringelmann smoke chart. Aylesworth, Thomas G. This vital air, this vital water: man's environmental crisis. Halacy, D. S., Jr. Now or never: the fight against pollution.
What are the effects of air pollutants on our health? Include: asthma emphysema chronic bronchitis tearing of the eyes	Have the children research and compare the incidence of respiratory diseases between urban and rural areas.	Jennings, Gary The shrinking outdoors. Kavaler, Lucy Dangerous air. Lavaroni, Charles and O'Connell, Patrick Air pollution.

What are the air pollution problems in our community and what are our local agencies doing about them?	Arrange for your class to visit the agency responsible for air pollution control. (Town Department of Environmental Control, Town Hall, Oyster Bay) (Nassau County Department of Health, Bureau of Air-Pollution Control, 240 Old Country Road, Mineola, 535 - 3232)	Lewis, Alfred Clean the air.
		Marshall, James The air we live in: air pollution: what we must do about it.
What is industry doing to control air pollution?	Visit an industrial plant that has controlled pollution.	Millard, Reid Clean air - sparkling water, tomorrow's world.
	Invite an auto mechanic to class or visit a garage and have the mechanic explain and demonstrate smog and exhaust control units.	Navarra, John G. The world you inherit: the story of pollution.
		Pringle, Laurence The only earth we have.
What is noise pollution?	Using audiometric work sheets and the decible meter do the following: Record the various levels of sound measured during activities, i.e., breathing, telephone bell, typewriter, vacuum cleaner Compare the results with a noise pollution chart. (See nurse-teacher for materials and information)	Shuttlesworth, Dorothy E. Clean air - sparkling water.
		Picture P 266-275 Discovering our environment.
		Decible meter. (Available from I.M.C.)

(continued on next page)

ENVIRONMENTAL AND PUBLIC HEALTH (continued)

What are the physical and mental effects of noise pollution?	Have the children make a list of the effects of excessive noise, i.e., hearing loss, loss of efficiency.	Filmstrips FS 1365 Our environment 2: sound and noise. Part 1 Noise and you. With cassette.
What can be done to decrease the danger of damage caused by noise pollution? **Include:** **ear muffs** **keeping volumes at acceptable levels**	Have the children plan a poster contest that would warn people about the dangers of noise pollution. Include people with protective devices on the posters.	FS 1365 Our environment 2: sound and noise. Part 2 Quiet, please. With cassette.
What are some of the careers that are open in the field of environmental control? **Include:** **scientists** **engineers**	Have a group of students prepare a career booklet listing job opportunities in pollution control.	O'Donnell, Patrick and Lavaroni, Charles Noise pollution.

CORRELATE WITH UNITS ON HEALTH STATUS AND SCIENCE.

CONCEPT: TO UNDERSTAND THE MANY WAYS SOCIETY PROTECTS AND INFORMS THE HEALTH CONSUMER.

Discussion Highlights	Activities	Resources
What are some of the governmental agencies on the federal, state and local level which deal specifically with consumer health protection?	Have individual students select and report on the roles of specific agencies involved with the protection of the health consumer. The following is a suggested list: Food and Drug Administration Office of Consumer Affairs Better Business Bureau Federal Commerce Commission Post Office American Medical Association American Dental Society Department of Agriculture Department of Health Invite speakers from some of the above agencies to discuss their role in consumer health protection. Invite a "Nader Raider" to speak to class about their investigations of consumer health goods.	Neal, Edward H. The protectors: the story of the Food and Drug Administration.
CORRELATE WITH UNIT ON NUTRITION.	Have the children compile a list of community sources where accurate health information can be obtained.	

WORLD HEALTH

CONCEPT: TO UNDERSTAND HOW INTERNATIONAL HEALTH ORGANIZATIONS CONTRIBUTE TO HEALTH ON A WORLD WIDE BASIS.

Discussion Highlights

What are the roles of the following organizations in regard to our own health and the health of people all over the world?

- United Nations (U.N.)
- Food and Agriculture Organization (F.A.O.)
- World Health Organization (W.H.O.)
- Medico
- International Red Cross

CORRELATE WITH SOCIAL STUDIES.

Activities

Have individual students investigate and report on international health organizations.

Have students write to the Peace Corps and obtain names of volunteers they could write to in order to gain information about the health problems in different areas of the world.

Visit United Nations.

or

Invite a speaker from an international health organization to discuss the work of his agency.

Resources

Slides

SL 270-299 UNICEF: for children and the future.

Pictures

P 226 - 235 UNICEF color pictorial exhibit.

Epstein, Sam
The first book of the World Health Organization.

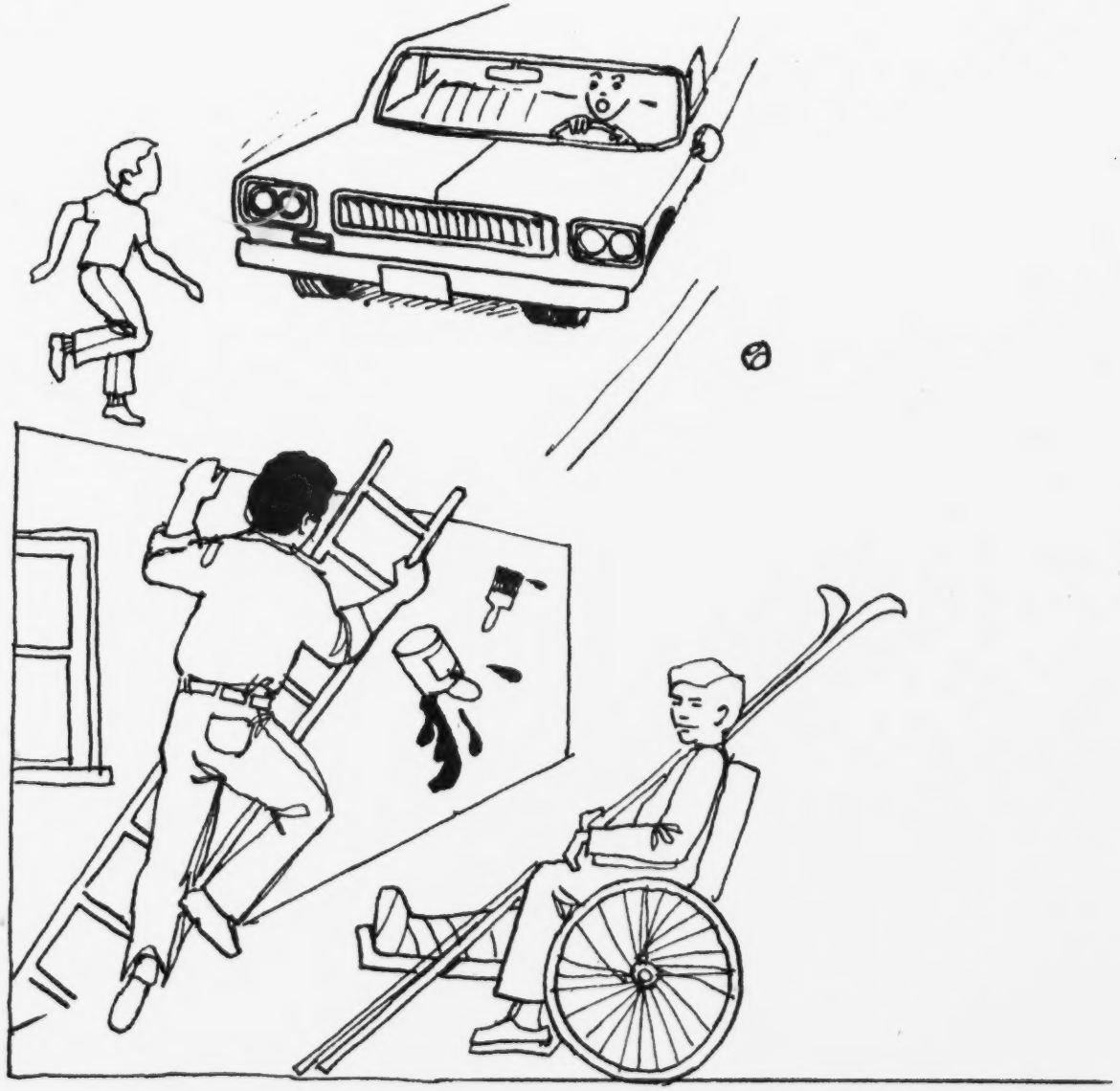
Larsen, Peter
The United Nations at work: throughout the world.

Rowe, Jeanne
United Nations workers: their jobs, their goals, their triumphs.

Smith, Ralph L.
Getting to know the World Health Organization.

Speiser, Jean
UNICEF and the world.

Rothkopf, Carol
The Red Cross.



CONCEPT: TO UNDERSTAND THE INDIVIDUAL'S RESPONSIBILITY TOWARD THE SAFETY OF HIMSELF AND THE MEMBERS OF HIS COMMUNITY.

Discussion Highlights	Activities	Resources
FIRE: What are the three general types of fires? Class A - combustible material (wood, paper, etc.) Class B - flammable liquids (gasoline, oil, etc.) Class C - electrical (electric motors or wiring)	Invite a fireman from the Syosset Fire Department to visit the class and discuss types of fires and the method of extinguishing them. Have the students construct their own fire extinguisher for home use. Directions can be obtained from nurse-teacher.	Barr, George Young scientist and the fire department.
WATER: How can knowledge of safe practices in boating and fishing promote enjoyment on the water and skills for leisure hours? Boating: Boating is growing as a popular American sport. Knowledge about boats is important to the enjoyment of a potentially hazardous recreational activity. Fishing: How are large numbers of people injured each year from careless handling of fishing equipment?	Boating safety courses are offered in the school district and at the Syosset Public Library. Children should investigate and become aware of the special regulations, pertaining to those under sixteen, for operating small power boats. Display and discuss posters on about their boating. Available from nurse-teacher. Have the students write stories on their boating experiences. Distribute Rules for Safe Fishing (available from nurse-teacher) and have a class discussion on the reason for each rule.	Wilson, Pat Young sportsman's guide to water safety.

Barbed hooks that are part of every hook and line fishing are the dangerous part of fishing tackle equipment. The most common form of injury results when the point of the hook and barb are imbedded in the flesh.

Demonstrate the way a hook becomes imbedded by pushing a hook through a piece of cloth - past the barb.

Invite a knowledgeable parent or student to class to talk about safe fishing habits.

Ask the students to bring in fishing equipment and display them. Correlate with a bulletin board.

Kenealy, James P.
Better fishing for boys.

McNally, Tom
Fishing for boys.

ENVIRONMENTAL: How can the behavior of the group either prevent accidents from occurring or increase the number of injuries if an emergency arises? What is the effect of pushing, running or screaming in a crowded area?

What responsibility does an individual have towards himself and others when he operates a motorized vehicle (auto, minibike, motorcycle)?

What role does the policeman play in protecting our lives and property?

Role play situations in which the negative or positive actions of one member of a group can affect the behavior of the entire group.

Invite a policeman to class to present the minibike program. This program consists of lecture, display and slides and should be arranged on grade level basis through the nurse-teacher.

Commissioner Frank, Police Headquarters, Mineola, N.Y.
Mini-bike program.

BUS DRILL: As a matter of policy, teachers will be asked to participate in a bus safety program each year at each grade level.

FIRST AID

CONCEPT: TO PREPARE THE STUDENT TO ADMINISTER BASIC FIRST AID.

Discussion Highlights	Activities	Resources
What do we mean by First Aid? (the help given to an injured person before a doctor treats him)	Ask nurse-teacher to come to class and demonstrate basic techniques in First Aid.	Bendick, Jeanne The emergency book. American Red Cross First aid textbook.
Why should First Aid Kits be available in the home, auto and school?	Have children keep a schedule of the number of times in a week that first aid supplies are needed.	
What are the five basic supplies that should be included in a First Aid Kit? Include: bandaids antisceptic gauze pads (sterile) gauze bandage cotton or cotton balls	Make a sample First Aid Kit that can be used at home, in the auto and in the classroom.	
What are some other supplies that are not essential for first aid, but are advisable? Include: thermometer sling ice cap	Have students check each other's oral temperature with a thermometer.	
What are the three conditions that require haste in administering first aid treatment?	Have the children role play what they would do if someone was bleeding profusely.	

These are:
- bleeding
- poisoning
- cessation of breathing

Have children make a chart of common poisons and their antidotes.
Include:
- phone number of Poison Control Center - 542-2323

Demonstrate and have children practice mouth-to-mouth resuscitation.

Model
Resusci-Anne

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What are some of the everyday life emergency situations both large and small which arise? Knowing how to handle them is an aid to ourselves and others.
Include:
- bandaging
- applying splints
- applying slings
- treatment for burns
- treatment for wounds

Make a visual display for the school building showing what should be done in various emergency situations.

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